



## Special Educational Needs and Disability (SEND)

### What is meant by SEND?

A child or young person is identified as SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2014). Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, long-term conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEN. The term SEN, therefore, does not mean problems or a specific need for extra resources or specialist staff.

However, for those children and young people with more complex needs an Education, Health and Care Plan (EHCP) may be issued where additional or a different provision is needed from someone at the same age in mainstream schools to allow that young person to make progress in line with their peers.

### Funding Secured 2018/2019

Funding is secured through Additional Family Needs (AFN) and Higher Level Needs (HLN). For 2018-2019 this was AFN £78k and HLN £75k

FUNDING	LEVEL	No. Students	Total Funding
AFN	LOW	0	0
AFN	MEDIUM	9	£36k
AFN	HIGH	7	£42k
HLN	1	6	£60
HLN	2	1	£15k

**How the funding is spent:** Funding is deployed to ensure that young people with SEND are fully supported to allow for engagement in the curriculum, achievement and preparation for life beyond school. Aiming to narrow the gap in progress and achievement between students with SEND and their non-SEND peers.

**Raising Achievement:** Tracking, monitoring and support of students with SEND takes place to ensure that they engage with the school curriculum in order to achieve 8 good outcomes at GCSE. Targeted additional intervention is conducted where appropriate.

**Preparing students with SEND for life beyond school:** Ready to Learn lessons (additional numeracy and literacy plus life skills from external providers e.g. the police, Sexions, personal finance). All students with SEND received a CEIAG interview and open access to careers advice.



Intervention	Funding	Impact
<p>Securing improvement in teaching and learning and outcomes for pupils with SEND.</p> <p>In-class support from Learning and Progress Assistants (LPAs).</p> <p>Flexible curriculum: Ready to Learn/Life Skills/Extended support before and after school.</p> <p>Hackney Literacy, Nurture and numeracy lessons for KS3 learners.</p> <p>Sound Training Literacy Intervention.</p> <p>Annual Reviews for EHC Plans.</p> <p>Access Arrangement assessments for KS4/KS5 formal examinations.</p> <p>Applications for bespoke access arrangements for examinations – 1:2:1 support, exams taken in the home or with external providers to meet the needs of the learners.</p> <p>Bridging Room and reintegration packages for Anxious Learners or pupils with medical needs, Social Emotional support.</p> <p>Key workers attend interviews and open evenings/days with vulnerable learners who wish to move onto FE courses with external providers.</p> <p>SENCO and the Inclusion Team provide strategic support/professional development for teachers/LPAs/Learning Mentors.</p>	<p>£153,000 From HLN/AFN bids.</p> <p>Age Weighted Pupil Unit funding and funding from the notional budget.</p>	<p>Narrowing the gap between pupils with SEND including Children, Looked After; and their non-SEND peers.</p> <p>Successful results for the Hackney Lit Programme in a 9 month timeframe.</p> <p>Year 7 average increase of 25 months in reading age assessments, year 8 continued to make further improvements of an average increase of 15 months, and for the third consecutive year on the intervention year 9's made an average increase of 11 months.</p> <p>Year 7 nurture average reading age improved by 33 months across the 9 months.</p> <p>The numeracy intervention saw an average improvement of 15% in scores from initial baseline assessments across the whole cohort.</p> <p>Sound training average increase in reading age average for years 7 &amp; 8 = 46 months improvement.</p> <p>100% attendance by parents/carers/pupils at Annual EHCP reviews. All paperwork submitted within the statutory timeframe.</p> <p>Access arrangements in place, 100% positive report from JCQ regarding the examination process.</p> <p>Flexible curriculum includes bespoke 1:2:1 support for complex learners, home tutoring, bridging room in place to meet ARNA and SEMH needs plus Ready to Learn lessons concentrating on additional numeracy, literacy and coursework catch-up.</p> <p>Destination Data: 100% of learners with SEND secured further education, employment or training.</p> <p>All pupils on the SEND register are assigned a key worker, regular progress meetings take place throughout the year, checking on health and well-being as well as academic progress.</p> <p>Parental views highlight a positive view of the support that their children receive from the inclusion team.</p> <p>Strong links with outside agencies has secured information sessions for parents and training opportunities for staff in the four broad areas of need.</p>